

Expand universities now, AUT says

by Judith Judd

The number of students in universities in the 1990s could be almost twice that estimated by the Department of Education and Science, according to the Association of University Teachers.

In its response to the DES discussion document *Higher Education into the 1990s* the AUT says that four developments could prove the DES wrong.

There are a rise in the number of late entrants (age 21 to 25) and of mature students (age over 26), a lengthening of many courses from three to four years and more students from working-class homes.

In its paper to be presented to the AUT Council in Birmingham today the association says that the university populations in 1988-89 and 1995-96 could be as high as 520,000 and 600,000.

The comparable DES projections are 325,000 and 280,000.

However, the paper says these numbers can only be achieved if the Government takes positive steps to encourage a wider spectrum of the population to enter higher education.

"Let there be no mistake: the country has a great opportunity—but unless it provides the resources there can be no expansion of the universities."

The paper says universities should think now about expanding into new areas. The demand from women and working-class students should perhaps not be held back until traditional pressure for places starts to slacken in the late 1980s.

By the same token the curve

of demand from mature students is already rising and should not be artificially restrained.

If the N and F examinations are introduced students will probably be less well-qualified in the specialist sense and degree courses in science and language will have to be lengthened.

The paper emphasizes the importance of research and says that the number of students should not be the sole determinant of expansion or contraction.

"From a research point of view it might be all to the good if there were fewer students in 10 years or so and therefore more time. But since numbers will in fact increase, the provision of research time becomes more important."

In replying to the discussion docu-

ment's 14 questions the AUT advocates the active implementation of the Robbins principle among groups who have not yet taken advantage of it.

It also suggests that universities should work towards a staff/student ratio of 1:16 and that the ratio of postgraduates to undergraduates should be increased.

It opposes the use of temporary staff and accommodation. "It is essential for the quality of teaching and research that there should be a proper career structure as much in the eighties as at any other time."

On the use of longer terms as temporary expedients, it says that this would undermine the quality of basic undergraduate teaching and reduce the output and standard of research.

Protect research from 'productivity' deals

Universities must resist the suggestion that research should be concentrated in centres of excellence, Dr Cecil Wells, president of the Association of University Teachers, said yesterday.

Dr Wells warned of the need to protect research in his opening address to the AUT's council in Birmingham.

He said: "We must beware of pseudo productivity deals which result in the loss of funds and time for research."

"We must beware also of moves, already strongly present in the scientific world, to cut down fundamental research to the home in favour of applied research: the latter should be done largely in industry by personnel paid at the

proper rates and not by cheap postgraduate labour in the universities."

"We must beware of suggestions that research will be aided by concentrating it all in selected institutions; here lies the sure way towards centrally directed projects with little freedom for individual initiative; as well as the corollary that other institutions must, therefore, concentrate on undergraduate teaching."

The Department of Education and Science appeared to think of a university as a rather advanced high school.

Nowhere in the DES discussion document *Higher Education into the 1990s* was research mentioned.

Earlier, Dr Wells spoke of the

Dr Wells wants pay to catch up with inflation

The AUT will try to restore the differentials between its members and the rest of the community in next year's pay claim.

Dr Cecil Wells, the association's president, told its council in Birmingham yesterday that losses incurred by university teachers because of inflation ranged from 13,000-19,000 according to grade.

The council was due to consider an executive motion which recognized that the new pay scales agreed for October last year do not compensate for the erosion in value of salaries.

The motion asked the executive to prepare a claim based upon the movement of average earnings since October 1974.

Pressure from Labour to bring universities under Oakes body

The Government is under pressure from the Labour Party to make a decision on whether it will bring the universities under closer national control.

At a meeting this week with Mr Oakes, Minister of State for Higher Education, the party's science and education subcommittee said that universities should eventually come under the new national body for higher education in the public sector, proposed in the Oakes committee report on college and polytechnic management.

The subcommittee, which is chaired by Miss Joan Lester, MP, points out in a confidential report that Labour's programme calls for an end to divisions in control, funding and facilities in higher education.

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The Arbitration, Conciliation and Advisory Service held several meetings to bring the two sides together but has so far failed to do so. The unions say that unless universities agree to go to arbitration they will campaign through MPs for a change in the present arrangements.

They are anxious to secure the appeals system for about 22,000 clerical staff. Mr Rodney Bickersstaff of the National Union of Public Employees said staff named the system "as a matter of natural justice".

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CDP attacks finance revelations

by Clive Jenkins

Polytechnic directors have bitterly criticized their own finance officers for deciding to publish a confidential report detailing huge variations in the operating costs of the 31 institutions. In a strongly-worded statement this week the Committee of Directors of Polytechnics dissociates itself from the 80-page document, produced at the committee's instigation by the Polytechnic Finance Officers Group.

"In their determination to publish", the directors say, "the authors omitted the precaution of discussing their approach with others who could have introduced a broader dimension to the thinking. Although accompanied by some written caveats, the report has somehow succeeded in misleading journalists into the belief that there are many meaningful messages within its pages."

AUT COUNCIL

20 per cent pay rise is the aim

Reports by Judith Judd

University teachers will seek pay rises of around 20 to 25 per cent, the Association of University Teachers decided at its Council at Birmingham University last week.

The Council passed a motion instructing the executive to prepare a claim for this autumn based on the movement of average earnings since October 1974 and noting that the scales agreed for October 1 last year do not compensate for the erosion of lecturers' salaries since the 1975 arbitration award.

Dr Peter Tiley, chairman of the salaries and grading committee, said the claim would restore the value of university teachers' salaries compared with other members of the community. It would mean that someone at the top of the lecturer scale would receive a salary of around £10,500

and the average professor's salary would be £15,500.

"The claim is based on the average earnings index which has risen by a percentage far greater than our agreed scales," said Mr Tiley. "Earlier this month the Government agreed to put right the lecturers' pay anomaly in two approximately equal stages, starting this October."

The detailed way in which the anomaly will be righted has yet to be worked out, Council agreed that as many lecturers as possible should have the whole of the pay anomaly put right and that everybody should get about half in the first stage.

Dr Tiley said it was desirable to get the new salary scales into operation as soon as possible since nobody knew what the next stage of incomes policy might be.

The Council's decision, if agreed by the Department of Education and Science, will mean that the worse paid will receive a bigger in-

crease this autumn than the rest. Those at the top of the scale will receive around 45 per cent of the rectification in the first stage.

Mr John Reilly, an executive member from Kent, said that to people at the bottom of the scale, having the whole anomaly put right this autumn might mean the difference between getting a mortgage or not.

Dr Andrew Taylor, an executive member from Liverpool University, agreed for an equal distribution of money throughout the profession. The amounts of money received at the bottom of the scale would be very small. If everybody received 50 per cent of the award in October the worst paid would get about £157 and the best paid £471.

The means by which the anomaly should be paid has yet to be agreed with the University Authorities Panel, which represents the universities in pay negotiations. The two sides meet next week.

Move for early retirement

The association is to press for an early retirement scheme along the lines of that offered to civil servants. A working party set up by the AUT and the CUPC has drawn up proposals and is waiting for a response from the DES. The proposals are designed to deal with lecturers who wish to retire at 50 or later.

Kenya ban imposed

Council instructed officers to advise members not to apply for jobs at Nairobi University without first discussing the situation there after the detention without trial of Ngugi wa Thiong'o, head of the department of literature.

£1 cut refused

Council decided not to discuss a motion from the Open University that the salaries of the association's full-time officials should be reduced by £1 a year.

Safety act 'a threat' to research

The Health and Safety at Work Bill will stifle research, Dr P. L. E. Kinn, from Bristol University, told the Council. He said the Act was not so much a protection against accidents as a threat to research which could become cumbersome and stifling.

A speaker from Nottingham said it had cost the university £500 to bring its buildings up to standards of the Act.

However, Council rejected a motion saying that the Act was expensive to implement and causing interference with the normal operation of universities, affecting little improvement in safety standards.

Mr John Akker, the AUT's general secretary, said the Act was a comprehensive law for all educational establishments. There had been case people who had contracted industrial diseases in universities. The AUT had been pressing the Health and Safety Commission to publish its long-awaited report on safety in universities. He believed it was now with the printers.

Later in the debate about conditions of service, Council agreed a motion from Warwick University that the DES should consider the views of Vice-Chancellors and Principals to negotiate with the AUT about minimum standards in conditions of service.

It instructed the executive committee to approach the DES and the Arbitration Service with a view to the establishment of a formal query into collective bargaining arrangements for academic and related staff in universities.

Dr Ron Emmannell, from City, told the Council that the problem facing members



Mr Laurie Sapper—prefers Burnham model

Opposition to wage restraint agreed

Council agreed to call on the TUC to oppose further pay restraint until prices had been effectively controlled and the position of employees restored.

It passed a motion from Leeds University which said: "Council recognises that in the absence of any significant control of prices and interest rates, the successive stages of Government pay policy have been fraudulent and have penalised the economic position of wage and salary earners, especially those in the public sector."

Mr Robert Price, an executive member from Warwick, said that groups which had no means other than their basic salary were discriminated against very unfairly under recent pay policies.

Governments had only to buy off

a few key negotiating groups while public sector groups suffered much more. University teachers had received a 9.8 per cent increase this year but the miners had received a productivity deal which would give them another £1,000 a year. However, a motion from Warwick opposing any further stage of incomes policy after August was defeated.

Council agreed to give notice to the Department of Education and Science that it wanted to change its pay negotiating machinery.

At present there are two stages. Committee A which has representatives from the AUT and the University Authorities panel, and Committee B which includes the AUT, the DAP, the DES, Committee A has to agree whatever claim is put to Committee B. It is AUT policy that there should be a single-stage

negotiating machinery.

Mr Laurie Sapper, the association's general secretary, said they were in the invidious position of having to join the employers to get to the DES and argue the case again. He knew of no other trade union which was in this position.

He said the executive would like machinery modelled on the Burnham committee where negotiations about pay for teachers in the public sector are carried on.

"We are envisaging a single-stage machinery with the AUT on one side and a management panel consisting of the universities as employers and the DES."

A motion instructing the executive to investigate moving the salary settlement date, October 1, to that of polytechnic and other teachers, April 1, was also approved.

Overseas and General Vacancies

CHIEF EXECUTIVE

Adult Literacy Support Services Fund.

The Fund is a non-profit making organisation financed by charitable contributions, staffed by a General Manager and 7 assistants, and based in West London. Set up in 1976 to support Adult Literacy work throughout the U.K., it has been closely associated with the Adult Literacy Resource Agency and the BIRC's Further Education Departments, and it has links with related operations in Scotland, Wales and Northern Ireland.

At present the Fund runs postal and telephone referral services which put would be literacy students and volunteer tutors in touch with the relevant LEA officer; promotes tutor training activities connected with the use of broadcasting; fosters research into aspects of book design and typography; and commissions and publishes resource material.

As its work develops, the Fund plans to co-operate more extensively with the mass media - newspapers, magazines, and all forms of broadcasting at national and local level - and will support media activities aimed at improving not only reading and writing skills but also other basic skills such as the ability to comprehend and use numbers and to communicate in English.

The Chief Executive will be managerially accountable to the part-time Board of Directors for the working of the Fund, for the development and extension of the Fund's work and for the conduct of fund raising activities. The successful applicant for this new post is likely to have extensive experience of adult education, gained either as a tutor or administrator or through related work in the mass media. Applicants should have administrative abilities as well as the entrepreneurial and imaginative qualities that will enable the Fund to continue making fresh contributions to adult education in the U.K.

A salary of about £8,000 p.a. is being offered on a contract for two years in the first instance.

Applicants should write, including curriculum vitae, by 12th June 1978 to:

The Secretary, Adult Literacy Support Services Fund, P.O. Box 7, London W5 6XJ.

Educational Technologist IRAN

c. £9,050 + £2,392 gratuity

Millbank Technical Services operates exclusively in the supply of design equipment, technical support and major engineering projects to overseas governments. They have a contract to supply staff to the military Technical High School at Manjed-Suleiman in the Altwaz/Abadan area of Iran.

The Educational Technologist must be a qualified male teacher with either a Diploma in Educational Technology or with passes in those parts of the course related to Resource Centres and Closed Circuit Television. Experience with Language Laboratories and a qualification in TEFL highly desirable.

Salary is £9,050 p.a. paid in Iran, with a UK gratuity of £2,392. The contract is from September 1978 until July 31, 1980.

There are generous allowances including accommodation.

Please write with full details to Mr. A. K. Mitchell at the address below.

Millbank Technical Services Limited,
4 Abbey Orchard Street,
London, SW1P 2JJ.



THE COLLEGE OF LAW LECTURESHIPS IN LAW

The College of Law invites applications from solicitors for lectureships at the College in London, Guildford or Chester.

The salary will be within the scale £4,785 to £8,004 per annum plus, where appropriate, a London or Guildford allowance, with the entry point depending on qualifications and experience. Normal annual increments are £588.

Apply with full personal, professional and academic details and the names of two referees to the Director, The College of Law, 22 Chancery Lane, London WC2A 1NL, from whom further particulars may be obtained.

The INSTITUTE OF SOCIAL STUDIES, The Hague, is inviting applicants for the post of:

SENIOR LECTURER IN THE FIELD OF THE ROLE OF WOMEN IN DEVELOPMENT (Female)

The person appointed will be responsible for developing the Institute's teaching and research activities in this field of study and for the promotion of the subject in developing countries, with particular reference to policy issues.

The candidate is expected to have had relevant academic experience. Active involvement in this field, including work in a developing country in teaching, research or consultancy, would be desirable.

Organisational capacities and the ability to work in a multi-disciplinary team are essential.

Teaching will be in post-graduate programmes; the participants mostly coming from developing countries. All teaching is done in English.

Salary according to Dutch university regulations up to a maximum of Dfl. 6,341 per month.

Applications accompanied by a curriculum vitae and the names and addresses of three referees are invited by the Rector, Institute of Social Studies, 251 Badhuweg, The Hague, before June 15, 1978, mentioning the letters WP.

LONDON, W.14

ADDISON ADULT EDUCATION

Addison Gardens, W.14

H. M. PHIPPS WHITEWOOD

SALFORD

IRAN

FACULTY POSITION

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FACULTY

POSITION OF THE ASSOCIATION

ADULT EDUCATION IN IRAN

The Association of Adult Education in Iran is seeking a qualified person to fill the position of Senior Lecturer in the field of the Role of Women in Development (Female) in the Faculty of Education, University of Tehran, Tehran, Iran.

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Reform of social work courses attacked

by Peter David

Social work lecturers have reacted bitterly to a report from the Central Council for Education (CCE) calling for a reduction in the influence of sociology on social work courses. Lecturers at Warwick University have described the report as social work's "Black Paper" and linked it with Professor John Cunniff's report on Marxism in higher education.

CCE's report was published last year as a consultative document on the future content of social work courses in universities and polytechnics. In an introduction to the report, the CCE said that a clearer purpose was needed by social work lecturers who have their own, sometimes idiosyncratic, objectives.

In the report Mr Reg Wright, the CCE's assistant director, said that social work might have to discard itself from sociology. The concentration over the past decade on large-scale social problems had

diminished the amount of time social work courses spent on individual social work skills.

He criticised lecturers who sought an all-embracing theory of social work, and attacked social workers who substituted "a phoney initial egalitarianism" for professional discipline. "Action to change social policy," said Mr Wright, "is a political action and outside the daily responsibility of the social worker but one of their responsibility as members of the profession or as citizens."

But in a pamphlet, published this week, staff at the department of applied social studies at Warwick University say that the CCE's report is part of current attempts to overcome the progressive forms of education. They argue that the report is reminiscent of American curriculum documents published during the 1950s and contains "the same kinds of confusion between social work and prescription, the same indifference to what is actually going on in the field; the same bloodless language."

Probation officers against four-year HE training

Probation officers are worried that higher education cushions social workers against the harsh realities faced by their clients. That was part of the argument put at the weekend's annual conference of the National Association of Probation Officers against proposals to make four years higher education a necessary requirement for all those obtaining the Certificate of Qualification in Social Work before the age of 25.

A motion was passed instructing the association's training committee to represent on the Central Council for Education and Training in Social Work to resist such moves.

Mrs Christine Wadcock of South Wales and an association representative on the council, said: "Social work needs people who... have some grasp of the meaning of unemployment, of poor housing, of inadequate incomes, people who can understand what it feels like to be discriminated against. Surely four years' higher education leads

to a cushioning against hardship rather than an appreciation of it."

NAPPO's training committee has been sceptical about the recent proliferation of four-year degrees in social work, particularly as many officers feel that the social work component has often been less than that of one or two-year COSW courses.

Post-qualifying training to enhance skills was, in Mrs Wadcock's view, far more likely to have lasting impact on the quality of service to clients than a tenuous requirement of four years' unspecified higher education for younger entrants to social work.

Mr John Hutchings, the association's other representative on the council, said that his consultative document suggested that it should move towards a minimum of four years' appropriate higher education, including social work training, for those under 25 starting a professional training course. It pointed out that the expectations now common in many other countries.

Fowler warns on 1982 target

The Government's estimate of 250,000 students in public sector higher education by 1982 will be off target, Mr Gerry Fowler, former Minister of State overseeing higher education, warned last week.

He told the Association of Polytechnic Teachers that the university sector was highly planned and could realise its allocation projection of 310,000. But in the main, he said, the numbers could swing by up to 40,000 in either way. They would be used as the "cut or shock absorber" if the DES projections were wrong.

Speaking at the AUT annual conference in London, Mr Fowler said that if the binary line was

abolished the polytechnic sector would start imitating the universities.

On the Oakes report, Mr Fowler questioned the competence and expertise of the local education authorities to continue to run the polytechnics and full-time higher education in the sector.

He warned that the system of finance suggested by Oakes for the financing of changing of most finance in maintained higher education institutions through a national body and 15 per cent through the college's local education authority was going to hit some authorities hard.

Duke sees mobility aids for children with disabilities



The Duke of Edinburgh met this young man in a hurry among some other severely handicapped children who received mobility aids designed at Queen Mary College, London when he visited the college's department of mechanical engineering last week.

Complete list of Universities' recurrent grants

The complete list of universities' recurrent grants announced last week is as follows. Mr Oakes, minister of state for higher education, gave the figure in a written Parliamentary answer.

University or College	Recurrent Grants	Recurrent Grants
	£m	£m
Aston	1.321	0.581
Birmingham	3.304	0.502
Bradford	0.970	0.736
Bristol	1.212	0.938
Brunel	5.270	0.412
Cambridge	10.822	1.143
Cardiff	1.179	0.556
Coventry	6.171	0.769
East Anglia	8.151	0.149
Exeter	0.877	0.118
Leeds	7.471	0.775
Leicester	4.240	0.709
Leeds	10.771	0.908
Liverpool	7.401	0.165
Loughborough	10.460	1.173
London University	0.130	0.012
London University School of Business Studies	12.106	0.108
Loughborough	0.656	0.670
Manfred Institute	0.402	0.067
Manchester	23.131	1.115
University of Manchester		
Institute of Science and Technology	9.961	0.983
Nottingham	11.212	0.985
Nottingham	1.002	0.928
Oxford	19.127	1.411
Queensland	9.134	0.703
Salford	4.179	0.697
Sheffield	14.013	1.076
Sheffield Hallam	11.301	0.997
Strathclyde	7.174	0.165
Strathclyde	7.739	0.432
Strathclyde	9.041	0.612
Strathclyde	4.311	0.251
University of Wales	31.014	1.251
Abertawe	11.817	0.739
Cardiff	7.814	0.452
Gloucester	1.466	1.466
Leeds	19.771	1.173
Leeds	4.952	0.514
Leeds	1.002	0.928
Leeds	3.124	0.165
Leeds	10.771	0.921
Leeds	2.178	0.251
Total Great Britain	619.770	41.225

Hint of longer validation period for CNAA degrees

The Council for National Academic Awards may move towards a more flexible validation period for its courses, with some receiving approval for up to eight years, Dr Edwin Kerr, CNAA's chief officer, told a conference at Middlesex Polytechnic, Trent Park, last week.

Addressing the Standing Conference on Educational Development in Polytechnics, he said the council's proposals for giving more responsibility to institutions for course validation—starting with the document, *Partnership in Validation*—had not been well received. But he thought that there was likely to be widespread support for a move towards greater flexibility in the validation period.

Dr Kerr also touched on the role of course development teams in monitoring the progress of a course. This collective involvement of staff was one of the important things the CNAA had contributed to course design. Even so, it was important to establish a correct balance between policy-making committees and the executive role of individuals. In some institutions, the balance needed to be redressed to give more emphasis to the role of executive staff.

The council was still committed to a "holistic view of courses" and this, he recognised, posed problems with large interdisciplinary courses and with credit accumulation schemes. But the CNAA felt that study programmes must be balanced and coherent.

Dr Kerr said that he was concerned that course schemes were submitted in elaborate detail with a mass of paperwork, although the council had tried to encourage institutions to cut down the size of their proposals.

The question of the increasing number of mature students wanting higher education would have to be tackled soon.

There was also the problem of the stable group of students who would formerly have gone into colleges of education without two A levels, but now did not have an easy route into higher education.

A warning that the third phase of the industrial revolution was near and that higher education would not escape the problems it brought came from Mr Geoffrey Hubbard, director of the Council of Educational Technology.

Referring to the DES "Brown Paper" on the future of higher education, he said: "The administrators and the politicians may do what they please but it is important to look at it from the view of students. We will need to re-examine the boundaries of further and higher education."

In a world where only an elite would have work it would be necessary to return to the style of the 18th century gentleman, whose life was laid out in a pattern of work, leisure, learning and sleep.

Important Troublesome Dangerous

That's how Professor John Rex describes sociology. And that's why it is under pressure to be useful and policy-oriented or ideological and political. These pressures endanger sociology's survival as a serious academic discipline.

But there is hope, writes John Rex in his final article in *New Society* on the troubled state of British sociology. He sees a new community of scholars emerging who could shape, rather than be shaped by, the political conditions and structures within which it has to operate.

NEWSOCIETY

Every Thursday. OUT NOW 25p

United Nations University hits money problem

The future of major research being undertaken by the United Nations University in Tokyo to find solutions to pressing global problems will be strongly influenced by the attitude of the United Kingdom to finance.

The United Kingdom's financial contribution to the university is of vital importance not only because of its intrinsic cash value but because it is needed as a catalyst in persuading the rest of the world to make good their pledges to the endowment fund. So far only a proportion of the \$500m target has been obtained.

Dr Alexander Kwang, the vice-rector in charge of planning and development, explained on one of the flying visits which have taken him and his colleagues to 70 countries, why the UNU is particularly concerned about the British contribution.

"It is because Britain still has tremendous leadership in all these matters and, if Britain does the right thing, it will have enormous consequences not only in Europe but in North America and also in the developing countries. A high contribution will achieve the maximum impact", he said.

Reaching the target figure is of enormous importance in ensuring the academic freedom of the UNU. It was felt that to guarantee this it was necessary to secure some measure to safeguard the university's financial stability. Instead of the normal annual subvention given to other agencies, it was decided that UNU should be funded on a voluntary basis by member states.

The endowment fund would then represent capital which when invested would provide for basic expenditure. It was estimated that \$40m per annum would be required. At present the budget is \$9m.



Research on nutrition is one affected area.

Altogether 17 countries have contributed, the most generous being the Japanese, who have already given \$70m of the \$100m they have pledged. Japan has also provided the UNU with temporary headquarters in Tokyo where 70 staff are employed.

The industrialized countries have lagged in their payments playing a "wait and see" game to see what kind of institution emerges. Developing countries, far more excited at the prospect of this new venture, have been far more forthcoming, with Venezuela pledging \$10m and Sudan \$5m.

Norway, Sweden, Austria and the Netherlands have also made contributions but not to the endowment fund. Major United Nations countries such as the United Kingdom, United States, France and Germany have not even reached that stage, although Mr Kwang is now hopeful that they will do so.

The United States contribution was pledged some time ago but events such as the change of presidents blocked its progress towards Congress. Now it is expected that \$7.5m will be voted, a substantial shortfall from the originally agreed \$30m. The United Kingdom, too, is

finally showing signs that it is seriously considering paying but the extent of the sum is not yet known.

The UNU, known as the intellectual arm of the United Nations, is in fact a network of research and advanced training institutions around the world which has been given the mandate of identifying and solving problems of human survival, development and welfare.

Early in 1975 its governing body, a 24 member-council of distinguished academics from as many countries serving in their individual capacities selected three priority global problems for initial concentration: world hunger, human and social development, and the management of natural resources.

Already in the two and a half years of its operation, the UNU has linked together major research institutes in Latin America, India, the Philippines, Britain, Africa and the United States to work in these areas. It has also trained many academics, under a scheme of UN fellowship. They are expected to bring their newly acquired knowledge to bear on problems in their home countries.

In the World Hunger programme, as indeed with the other two, major research needs were established after consultation with leading experts, thereby removing any chance of duplication and providing an integrated approach.

Four inter-related problems concerned with providing adequate nutrition have so far been under study: basic human requirements, post harvest food conservation, objectives in national development planning, and interaction between agriculture and nutrition.

This work is of immense importance, as is shown by the latest

World Health Organisation figures indicating that around 260 million people suffer from malnutrition.

Some of the major research taking place at the Institute of Nutrition in Guatemala (INIG), of the first associated institutions, is on the effect of energy intake on the protein requirements of indigenous children to help maintain the most favourable ratio of local diets.

The second sub-programme, dealing with post harvest food conservation, is of equal importance, as in many developing countries, food is lost by pests and inadequate methods of storage and distribution. Work is being undertaken at an associated institute, The Food Technology Research Centre at Mysore, India which has a world-wide reputation for malnutrition research in this area.

A fundamental premise of the Hunger programme is that it can be done in alleviating poverty and health problems with current economic resources.

One of the most interesting aspects of the third programme, the use and management of land resources, has been the attention given to the energy needs of small rural communities, with a particular emphasis on solar energy.

But perhaps the UNU's outstanding achievement has been to ensure that the ideal which went to the United Nations is not abandoned. Its resurgence in the field of the university may go a long way to reassure the world that cooperation between nations, divergent needs, background, political persuasions is possible.

Patricia Saul

Polytechnics' finance explained in detail

The Polytechnic Finance Officers' Group has now decided to go ahead and distribute publicly its controversial 80 page report on the operating costs of Britain's 31 polytechnics—without the approval of the Committee of Directors of Polytechnics.

The report, which compares the actual operating costs for the 1976-77 financial year and the estimated total costs for 1977-78, earmarks both the wide variation in costs between the polytechnics and the change in trends in spending between this year and last.

It gives detailed information on the costs of academic staff, non-teaching staff, research, libraries, staff development and furniture and equipment. Detailed data on hospital expenses—where Liverpool came top of the league in 1976-77

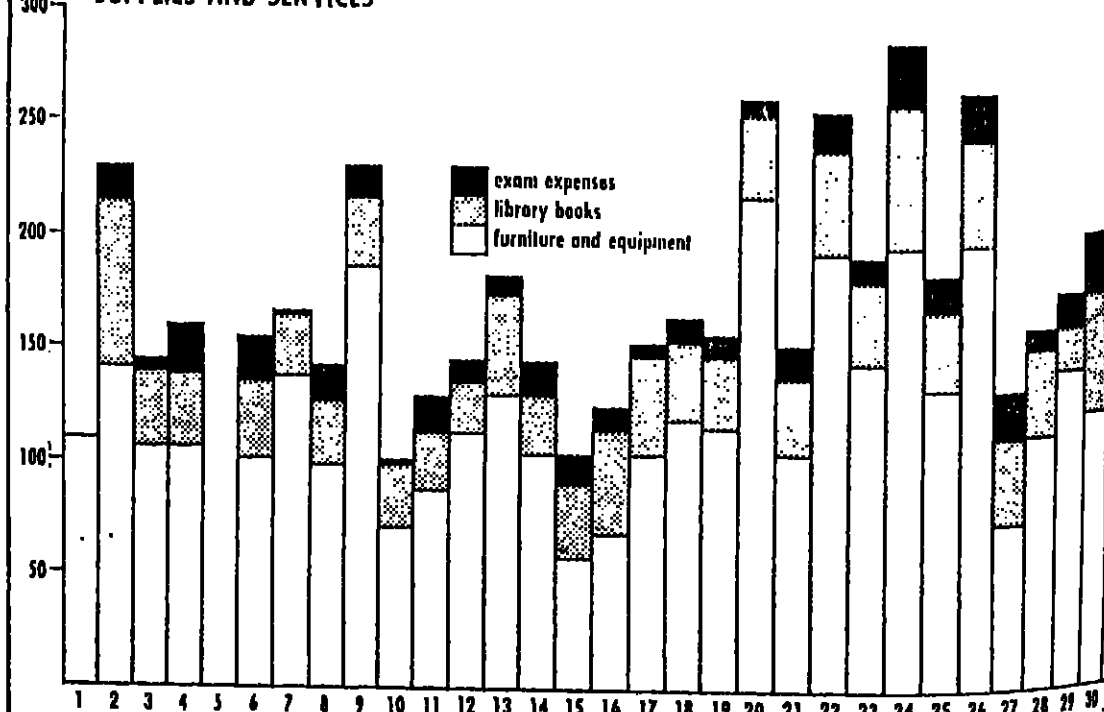
with spending of £15,000 and Birmingham apparently did no entertaining—are also given alongside the more serious costs of upkeep, premises and grounds, rates bills and office expenses.

In the last few years similar statistics have been produced by the finance officers for confidential use by their own group and the polytechnic directors. But this is the first time that the information has been made publicly available.

In a special briefing document issued with the report the group emphasizes the enormity of the cost of maintaining the polytechnics. In the 1977-78 financial year their share of the advanced further education pool—the system for dividing the cost of this sector between local authorities—totalled £250m.

The report is available from the chief finance officer, Sheffield Polytechnic, Pond Street, Sheffield, price £1.

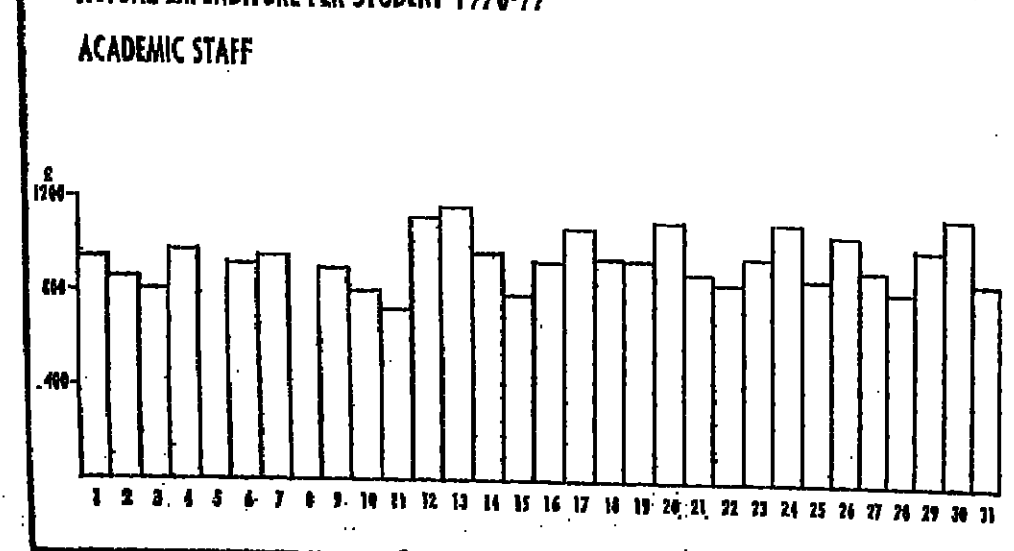
ESTIMATED EXPENDITURE PER STUDENT 1977-78 SUPPLIES AND SERVICES



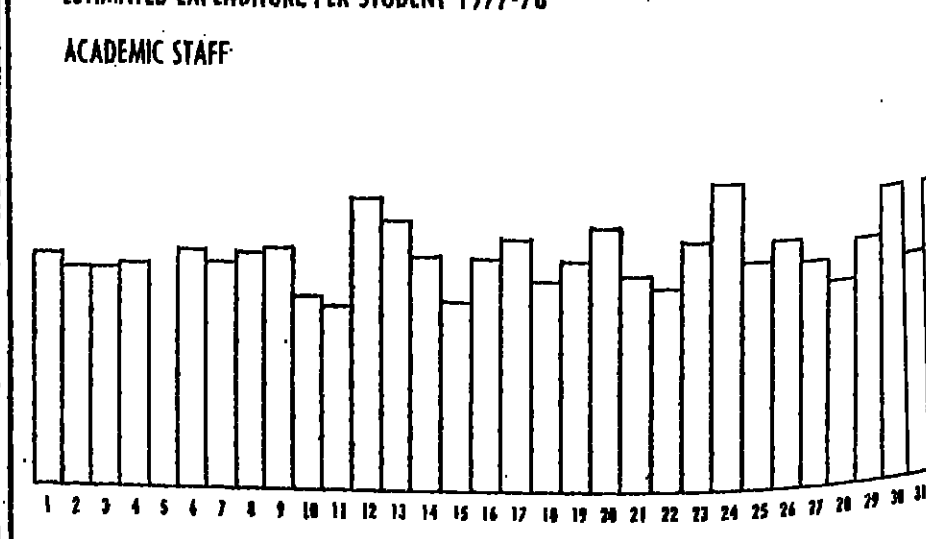
KEY TO THE NAMES

1. Birmingham, 2. Brighton, 3. Bristol, 4. Hatfield, 5. Huddersfield, 6. Kingston, 7. Lancaster, 8. Leeds, 9. Leicester, 10. Liverpool, 11. City, 12. Middlesbrough, 13. North East Wales, 14. North London, 15. Central London, 16. South Bank, 17. Thames, 18. Manchester, 19. Newcastle, 20. North Staffs, 21. Oxford, 22. Plymouth, 23. Portsmouth, 24. Preston, 25. Sheffield, 26. Sunderland, 27. Teesside, 28. Trent, 29. Wales, 30. Wolverhampton, 31. Ulster.

ACTUAL EXPENDITURE PER STUDENT 1976-77 ACADEMIC STAFF



ESTIMATED EXPENDITURE PER STUDENT 1977-78 ACADEMIC STAFF



Clive Jenkins describes how universities ought to move towards extending industrial democracy

This report recognises that collective bargaining is and will continue to be the central method of joint regulation in industry and the public services, but there are a number of specific questions of close concern to workers which are not being effectively subjected to joint regulations through the present process of collective bargaining, and additional forms of joint regulations are therefore needed.

(Industrial Democracy: Statement of policy endorsed by the 1974 Trades Union Congress of the TUC, submitted by the TUC to the Bullock Committee of Inquiry on Industrial Democracy)

But who employs whom? The Victorian entrepreneur could hire and fire but in Britain's universities more subtle forms of preferment are just as effective. So how do we bring about the greater involvement of people and their representative institutions into higher education?

For the academic year 1978-79 £16.9m will go to the universities in recurrent grants; a further £41.6m will be provided by the Government to pay for furniture and equipment and the universities will raise something like an additional 20 per cent of recurrent income via local authorities in the shape of mandatory awards, which represent a further claim on public funds. Universities will have 277,000 students during 1978-79 and it is anticipated the figure will rise to 310,000 by 1981-82.

So public investment in this area is considerable, and the importance of universities in training the industrial and commercial cadres is central. Their role in national research cannot be overstated. For this reason, if for no other, it might be imagined there would be a great deal of democratic involvement in their running. The opposite is the case.

Universities stand in a unique position: while they depend almost entirely on public funds for their existence, and what they do in terms of education and research is critical for the nation, there is no democratic involvement in the sense that either the work force or the community are effectively involved at all. In practice, universities represent one of the last enclaves of uninhibited authoritarianism and privilege in this country. It is a situation now under scrutiny and challenge and one which cannot be allowed to continue unaltered.

I want to contemplate both the position of the separate universities and the role of the University Grants Committee. Such consideration is timely in following a report on industrial democracy in universities published by the Committee of Vice-Chancellors and Principals in March, 1978. This illuminates, perhaps in a way not intended, the current balance of forces.

Readers of *THE TIMES* will know that the question of industrial democracy is now the subject of continuing debate in the run-up to the publication of a "compromise" White Paper on companies. The major report was that of the Committee of Inquiry on Industrial Democracy chaired by Lord Bullock and presented in January, 1977. In turn, this generated an examination of the situation in the public sector. For universities the similarity ends there. The now historic Bullock Report dealt with the private sector but included public-owned companies. It called for an extension of the political franchise into the workplace.

As part of the general examination, in August 1976, the University Grants Committee invited the CVCP to help in establishing the scope for the extension of industrial democracy to the universities. This followed an initiative by Mr Gerry Fowler, MP, then Minister of State for Education and Science, who had written to the UGC in July 1976 for help in obtaining information about the universities. In so doing, Mr Fowler was at pains to emphasize that he was not seeking this information in connexion with the Bullock inquiry into the private sector, but in relation to the parallel studies which were being undertaken in the public sector.

The vice-chancellors set up a working party, and it is here that the first and most significant error occurred. The Association of Scientific, Technical and Managerial Staffs believes that a view of industrial democracy in the universities cannot be developed without looking at the role of the UGC itself and also at the composition of the governing bodies of the separate universities.

This must include an analysis of the social composition of each body—how their members are elected or appointed, their terms of office, liability to recall or the involvement of recognized trade unions, and the community at large. All this can only be done in an independent way, through an independent inquiry to which all the parties interested (including the CVCP) could give evidence and be subject to examination and discussion. No group of individuals so clearly involved with the outcome as the vice-chancellors committee could be expected to report adequately—and they have not.

Whenever any problem affecting universities occurs the first, last and sometimes the only defence of the entrenched powers is university autonomy. Inviting the UGC to assist, the Ministers recognized that: "The autonomy of universities does, of course, put them in a different position from other bodies for which Ministers have a measure of responsibility", and once that was conceded, the end result was pretty well predictable. Briefly, our higher educational system is dominated by an educational establishment and elite closely linked with the major business and commercial interests of this country, conservative in outlook, backward in performance, and able to do pretty much as it likes without scrutiny. Certainly in their approach to the large numbers of staff employed, many institutions are both patronizing and anti-trade union.

A detailed examination of the social composition of



Unions attack 'last enclaves of uninhibited privilege'

We assert that the UGC's role, so far totally ignored in the consideration of industrial democracy in universities, should be examined. The UGC was established by a Treasury Minute in 1919. Its terms of reference (they were extended in 1948) are "to inquire into the financial needs of university education in Great Britain, to advise the Government as to the application of any grants made by Parliament to meeting them; to collect, examine and make available information relating to university education throughout the United Kingdom; and to assist, in consultation with universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs".

The situation needs detailed examination and by an independent body. Universities are considerable employers and the question must now be asked: how can the representatives of the trade unions in universities be brought into the controlling bodies of the separate institutions in such numbers and in such a way so that, together with elected representatives of the community, they can have an identifiable and legitimate voice in the governance of the separate institutions? Do I need to say that such a presence would not interfere with academic freedom or research?

The governing bodies of universities can no longer be regarded as unrepresentative persons and the general movement towards a situation where working people, through their organizations, have much more direct control over their working lives will have to be reflected in the university power structures sooner or later. In their report the CVCP recognizes (paragraph 48) "the importance of a university retaining a majority of lay members on the court and council so as to properly discharge its functions of management and accountability". Having confirmed this view, they surely must then accept that such members cannot continue to be hand-picked representatives of the local business and commercial community and that a national and proper development of democracy must mean involving large numbers of trade unionists working in the universities.

Of course, the vice-chancellors do not want that; they say: "We recommend, as a matter of principle, that where it is agreed that members of non-teaching staff should be elected to council, the election should be organized in such a way as to ensure that the members will be representative of all staff. We recognize this is opposed to the general wish of the unions, but we have arrived at the recommendation on the basis of arguments which we see as paramount." (Para 49, CVCP Industrial Democracy Report)

Bluntly, this committee fears the union organizations and therefore has to indulge in subjective and special pleading. We as a union are not looking for token representatives of members of courts or councils ultimately to be enmeshed and then merged into procedures and protocol. We are looking for an independent trade union position with the representatives concerned reporting back to their constituents through their organizations with the resources and ability to take an independent line and, where necessary, effect policy changes. That would be an enormous advance over the present situation, where the majority of courts and councils report to nobody and follow their own particular interests—co-optive and almost self-perpetuating.

One could not expect the CVCP to look at this question objectively, and the way Ministers hounded the situation in the first place by referring the matter to the UGC simply put control of the outcome into their hands.

We assert that the UGC's role, so far totally ignored in the consideration of industrial democracy in universities, should be examined. The UGC was established by a Treasury Minute in 1919. Its terms of reference (they were extended in 1948) are "to inquire into the financial needs of university education in Great Britain, to advise the Government as to the application of any grants made by Parliament to meeting them; to collect, examine and make available information relating to university education throughout the United Kingdom; and to assist, in consultation with universities and other bodies concerned, the preparation and execution of such plans for the development of the universities as may from time to time be required in order to ensure that they are fully adequate to national needs".

With terms of reference like that, who needs more? I believe the UGC could become, very quickly and simply, the major instrument of industrial democracy at the universities. In May, 1976 (the last time we did a detailed examination), Sir Frederick Dainton was chairman and there were 17 other members, 12 of whom were professors and the rest (with the exception of Sir Donald Baron, listed as Chairman of Rowntree Macintosh Limited) closely and directly connected with higher education. Nobody impugns the integrity or ability of any member of the committee, but we maintain it must be more broadly based and representative.

Representatives of the trade unions recognised by the universities for collective bargaining purposes should be represented in equal numbers with those appointed for other reasons. Even if the size of the committee were doubled, it would not be over large.

The special position of the AUT should also be accommodated. The appointment of representatives of people working in universities also having close contact with other aspects of our national economic life could only improve the situation.

So, we in the ASTMS want to see industrial democracy introduced into the United Kingdom's universities in the widest possible way. The Government is in a good tactical position, given the will, to do so quickly. We repeat, we do not want to interfere with the freedom of universities to conduct their teaching and research work, but we have reached the point where the whole structure requires radical modernization and democratization.

We ought to do two things and at once: the University Grants Committee could and should be reconstructed quickly. Trade unions in universities who wish to be represented should have seats on that committee in substantial numbers; we want a separate independent inquiry into industrial democracy in universities and the way they are managed.

Perhaps we could adopt the terms of reference given to Lord Bullock, so that "... accepting the need for a radical extension of industrial democracy in the control of the universities of the United Kingdom by means of representation on governing bodies and the UGC, and accepting the essential role of trade union organizations in this process, to consider how such an extension can be best achieved taking into account in particular the Trade Union Congress report on Industrial Democracy". It might be painful but the complaint is chronic.

The author is general secretary of the Association of Scientific, Technical and Managerial Staffs.

John Wilson uncovers a national pattern of shrinking classes The figures that show how adult opportunity is being curtailed

Adult education is arguably the most important educational provision in the country, despite its precarious statutory position. It is so because it is the only truly voluntary form of education which is undertaken for its own sake and not because parents, the law or the needs of the economy for pieces of paper to show competence for employment demand attendance.

It has, in some good years at least, enrolled more students than all other forms of post-school education put together and certainly, over the years, informs and enriches the lives of a substantial proportion of the population. It has no entry requirements, no prerequisites like high IQ, A levels or the right background—simply a wish to participate and to learn.

Nevertheless, despite its pervasiveness, its influence in the life of the community at large, adult education rarely hits the news in the way that smaller, much less significant movements do, like Mr. Whitehouse's Viewers and Listeners Association, the Friends of the Parish or the National Front. This is perhaps because the interests of the silent majority who are involved in the process of continuing education through the highly popular adult education service provided very largely by the local authorities see themselves as modest and undemanding recipients of the beneficence of the powers that be.

They are grateful to be provided with such crumbs of education as fall from the tables of the privileged few (comparatively speaking) who attend the universities, polytechnics, and colleges to learn "useful" things for the good of society. It is as if to become a fuller, more enriched and creative human being were somehow a reprehensible drain on the nation's resources—a waste of the less than one per cent of the education budget allowed for the up to 10 per cent or so of the adult population without either the opportunity for or the pretensions to higher education.

The Educational Centres Association, an association which represents over 100 of the many adult education centres throughout the country and which works as a participative partnership between the students as consumers and the full and part-time staff as producers and administrators, acts as a voice for adult education, not merely for the half-million students enrolled in its own member centres but for the silent majority who have no organized voice and for adult education generally.

Over the past few months, despite its almost non-existent resources, the Association has been

monitoring, with the help of the National Institute of Adult Education (of which the ECA is a corporate member while the director of the NIAE sits on the ECA executive) the press coverage of adult education throughout the country from the Channel coast to the northern fens of Yorkshire and from the public areas across the water to troubled Ulster where adult education plays a role in the difficult lives of Belfast women lacking in confidence and with a need to broaden their horizons.

If the press cuttings are representative of developments generally (and there is little reason to suppose otherwise) then the situation is far from encouraging for a service which has taken such a financial battering in recent years—and this in the face of the ill-fated Russell Report of 1973 which advocated a doubling of resources for adult education and setting student fees, or contributions as it preferred to call them, to a nominal sum.

Last year's disastrous 40 per cent rise in class fees recommended by the Education Secretary, Shirley Williams, and eagerly implemented by many LEAs, including many whose fees were already scandalous, is a case in point. The Russell recommendation is beginning to damage and destroy the adult education service throughout the country.

A fees survey by the community tutor at the Gravesend Adult Education Centre in Kent, reported in the *Kent Evening Post* (November 25, 1977) that fees which had risen to 30p an hour had lost substantial numbers of full-fee-paying students over the past two years, making for "a service for the better-off" and where the length of courses had been cut back to preserve the illusion of a reasonable fee per course to continue to attract the ordinary student.

On the same day *The Brighton Echo* starts into classes, slumps in enrolment, and the Brighton Adult Education Centre, which has been a centre of excellence for the last 100 years, has lost 40 per cent of its students. Fees had increased by 100 per cent.

"I have the feeling it may be the cost," said Mr. Thomas, the advisory body chairman.

In Warwickshire, *Birmingham Evening Mail* (January 4) numbers dropped by 2,700 after a 40 per cent slash in the adult education budget and a fee increase of more than 30 per cent, while in Derbyshire protests were sent by the Melbourne Parish Council to Derbyshire's director of education

about the axing of spring term classes by 50 per cent (*Derby Evening Telegraph* (December 9, 1977). Students of the Adult Education Centre of St. Helens, Merseyside, were told, according to a student's letter published in *The Guardian* (December 13, 1977) that classes for arts or "non-productive" activities were to be abolished.

Back in Gravesend (Gravesend is the district name, taken by the centre as it is responsible for provision throughout the district) questions were being asked by the prospective Conservative candidate (also a county councillor on the education committee) about the withdrawal of subsidised fees for widows (*Gravesend and Doverford Reporter*, December 2, 1977) while not only have fees throughout Hereford-Worcester risen as part of the county council's economy measures, but free admission for returning pensioners has been abolished (*Hereford Evening News* (December 6, 1977).

Swanmore Centre in Leeds, one of the few independent centres left in the country, which was one of the original founders of the Educational Centres Association, is struggling for lack of staff and funds to tackle "the vast areas of potential development" (*Yorkshire Evening Post*, December 7, 1977). While despite a rise in adult students in affluent Richmond, the Richmond Adult College has lost accommodation on the closure of three local schools formerly used by adult students in the evenings and is being moved to other premises with a smaller number of rooms. It seems that despite success in recruiting numbers, lost by fee increases over the last few years, the college is in a constant race to preserve the illusion of a reasonable fee per course to continue to attract the ordinary student.

A similar "success" story in West Sussex, where the *West Sussex Gazette* (December 1, 1977) reported a 12 per cent increase in enrolment despite a 25 per cent increase in fees—already high in the nationwide fees index—leaving one which hides a disturbing trend. Adult Education Adviser, Eddie Birch, claimed that "overall the picture is extremely healthy" but the problem is contained in a further comment that for a relatively small centre (only 150 students) the service "seems to be providing needed opportunities for more and more people".

In the West Sussex community "the West Sussex Gazette" is a "disappointment" comes into perspective when viewed against the fact that the West Sussex County Council's relatively small outlay "is less than is spent by its neighbouring authority, Kent County Council, on just one of its adult education



Free rises have hit adult learning.

centres, and the question of quality is further raised by the apparent intention, at the West Sussex County Council to discontinue the services of their full-time adult education principals.

The "overall picture" shows quite clearly the disturbing direction of adult education today as declared by elected authorities; that financial returns are increasingly the criterion of evaluation rather than that of educational need; that the service is increasingly being regarded as a luxury privilege for the better off and that the poorer sections of the population are dropping out except those who are let in freely or at reduced rates as a charitable gesture towards their ill-fate or other disadvantage; that there is little or no commitment by many local authorities or by the Department of Education and Science to the concept of continuing education for all, irrespective of their ability to pay.

Bill Boudett of the National Association of Teachers in Further and Higher Education, who has recently been appointed director of the Centre for Information and Advice on Educational Disadvantage, claimed (*The Teacher*, December 9, 1977) that in the setting up of a new literacy unit to continue the work of the ALRA literacy organization the Government had given him little and for too short a time. The same reservations were expressed in an item in *Education* on the same date.

Putting the whole question in proper perspective, Richard Freeman, executive director of the National Extension College, argued at a Birmingham conference (*THES*, December 9, 1977) that

"despite universal secondary education and the opening up of further and higher education, the equality of opportunity remains as far away as ever" and criticized the Government for "keeping lip service to concern for disadvantaged while putting up barriers to entry into universities, polytechnics for the elite, and then the criterion of educational needs of the mass of the adult population."

Provisional figures issued by DES in Christmas week 2 (*THES*, December 21, 1977) from the source (with that 23 polytechnic students rose by 24 between 1975 and 1976) showed an enrolment in adult education and youth centres fell by 100,000. This reflects, sadly, not a lack of interest in the wide and varied variety of adult education provision, but a deliberate cutting of opportunity by savage cuts in staff and income and inhumanity in fees.

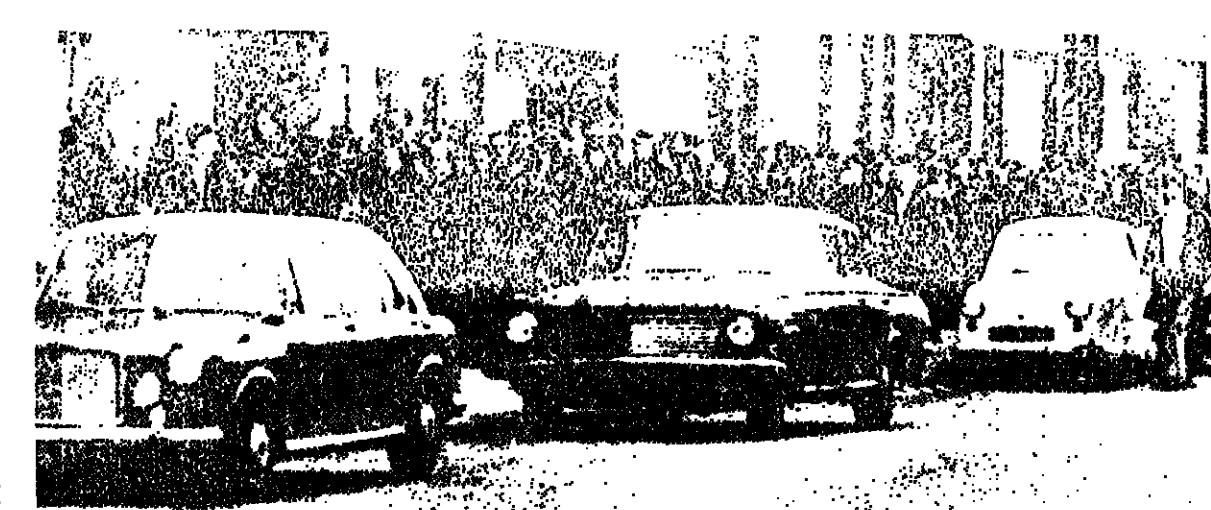
It is time adult students put together as consumers to join the ECA's voice in adult education. The million-year-old consumer might be able to bring pressure to bear on Government, national and at local level. It is not enough to be prepared to act on the conviction that a comprehensive service of adult and continuing education is the right for every citizen wherever he lives or whatever his economic circumstances.

John T. Wilson, MA.

The author is principal of the Gravesend Adult Education Centre and public relations officer for the Educational Centres Association.

Bogside today . . . Birmingham tomorrow?

David Bleakley warns that unemployment could breed Ulster-style alienation in the rest of Britain



An Ulster dole queue: breeding ground of tension and violence.

It is increasingly recognized that much of the Northern Ireland crisis may be a forerunner of things to come in Britain. Alienation from government institutions, street violence, communal tension, new pressures on the police—in all these areas Ulster has led in innovative ways. The potential parallels for Britain are disturbing; and some believe so that among the unemployed, and especially the younger generation.

Where unemployment is concentrated in the Northern Ireland region, the search for jobs has been a fact of everyday life since the inception of the Northern Ireland state and there has been a communal division of labour. It is also noticeable that the areas of greatest social deprivation (and with a high proportion of young people) are usually the areas of greatest turbulence.

Had different the history of London, it might have been if the city had become the site for the new University of Ulster in the 1960s, if the male population had not been embittered by years of unemployment.

Northern Ireland has not been seeking remedies for its economic problems. Holland (and many others as well) have been applied in the Province and with considerable care, but unemployment persists at a high level and especially among young people. In fact, with 18 per cent of the unemployed under 20 years of age, the situation is now more worrying than for many years.

All this after decades of heavy government investment and commendable local enterprise. As they say in Ulster: "You name it, we've tried it."

This is not to argue that the various measures carried out in Northern Ireland have been worthless. In the way of job creation and youth centres, for example, young people the Province have done pioneer work (for example, the additional apprenticeship scheme was a notable Ulster "first" and trade union cooperation has been a notable Ulster "first" and the provision of "career" jobs in the social services and environmental improvement schemes have been welcome developments. In addition, industrial training provision (centres so far as to be within daily travel distance for everyone in the Province) has been well tailored to meet the growth needs of the area.

Yet the chronic unemployment problem remains; the experience should be a warning to Britain not to expect too much too quickly from

current policies. What has happened in Ulster suggests that a new strain of the unemployment virus has emerged; that what we require now is an analysis that will take us far beyond old-favourite measures like worksharing and shorter hours. Thus, in fact, the problem of job creation reached the point where the problem is geometrical in dimension, whereas current solutions are only arithmetical in scope.

Even in Ulster where jobs are clearly scarce the warning signs of job elimination abound: one-man buses, automatic lifts, slot-machine hotels, vanishing counterhands, food dispensers, banking and supermarket job shedding, innovations.

Little wonder that Ned Ludd is becoming the folk hero of new generations who are falling victim to the takeover bid which automatic processes are making increasingly.

Ulster has not adopted a machine-breaking policy, but there is a growing concern for job preservation as such. More people wonder whether there is need for a sort of enlightened Luddism—or, just as there should be a right regard for the care of old buildings, can we have equal respect for old time-honoured skills and occupations?

Ulster may be a good place to start paying special attention to the particular problems posed by the working population by advancing technology. Control should not be left to chance. "Job Watch" machinery should be created to

develop a sense of awareness and ensure adequate safeguards.

To do this, something in the nature of a constant operation between state and industry and education would be required. As a start, the Government should think in terms of a ministry of job preservation to have special responsibility for monitoring and considering the consequences of employment of technical innovations and for giving advice.

Such a ministry could do much to concentrate our minds on issues which, if left unattended, can shake the peace of society more dramatically than any challenge to date.

But the Ulster unemployment problem is also complicated by the fact that there is in the Province a conspicuous minority which feel it all to be the special victim of the job shortage. This resentment, clearly felt among young Roman Catholics, adds greatly to communal tension.

As various surveys have shown (most recently: *An Industrial and Occupational Profile of the Two Sections of the Population in Northern Ireland*), the unemployment problem is experienced at a higher level by Roman Catholics than by Protestants, with the latest report giving the overall level as two and a half times greater. The report also notes that the occupational profile of Protestants and Roman Catholics in Northern Ireland reveals a distribution

of Roman Catholics towards unskilled occupations: The model Protestant male is a skilled manual worker, whereas the model Roman Catholic male is unskilled.

Middle-class structure, too, has a "tribal" significance, with the size of the Roman Catholic group being largely "a product of meeting the demands of a segregated society, rather than through performing a more general role, as does the Protestant middle-class."

So emerges Ulster's conspicuous minority; and so added to the national post-school resentment of a teenager who cannot get a job is the bitter conclusion that it is "because I am a Catholic".

Sometimes the feeling of discrimination is unbridled and it is often forgotten that Protestants, too, are the victims of unemployment but there is enough historical evidence to convince the young Catholic that religion does matter in job selection. So more fuel is added to the communal conflict.

It is when "I am a Catholic" is replaced by "because I'm black" that the warning for Britain is clear. Indeed, the Ulster-religious/ethnic black parallels are remarkable. The report lists "Protestant" occupations (for Britain read "white"): company secretaries, police officers and men, chemists and biologists, engineers, managers, lecturers, senior officers. "Catholic" occupations are concentrated heavily in semi-skilled and heavy manual

work, catering, hotels and other service industries or in professions with an emphasis on service to the Catholic community.

In addition, Ulster's minority, the British blacks, is more likely to live in areas of heavy unemployment and to come from families with an experience of inter-generational unemployment.

In recent years (and for a long time with the police force) government in Northern Ireland has been active in setting in motion measures to offset the communal employment imbalance. Against a difficult background of tribal rivalries and the fundamental high degree of job insufficiency, the Fair Employment Agency has the formidable task of eliminating discrimination on religious or political grounds and of promoting a better understanding between persons of different religious beliefs.

In Britain the Commission for Racial Equality has shown an equally keen sense of awareness of its responsibility in job racial discrimination; like its near relation in Northern Ireland the commission deserves more support and understanding than it often receives from public opinion. And, of course, above all else, both agency and commission need the support of government policies that create a sufficiency of jobs for all.

Ulster has shown, too, in the day, its recognition of the value of fair employment legislation, and there is a growing conviction in the Province that no community can survive if it permits a conspicuous minority to bear a disproportionate share of social and economic ills to be deprived of its fair share of material incentive. In British terms unemployment presents an equally disturbing challenge: frustration based on a dangerous triple alliance of racialism, youth and displaced adults.

Northern Ireland has had to learn its lessons the hard way and it will be a long time before economic remedies and communal trust are fully established. Britain has still time to avoid an equally explosive situation. What is needed now is an adequate response to the early warnings of alien community relations workers registering the smouldering discontent of unemployed young blacks who are convinced that their colour is a certain job disqualification.

Unless these fears are proved false, the Birmingham of today could become the Bogside of tomorrow.

The author is visiting senior lecturer in peace studies at Bradford University and a former minister of community relations in Northern Ireland.

Gerard Macdonald starts a two part look at establishing an Open College on the model of the OU

Why an Open College must be different

In the next few years we are likely to have a national Open College on the model of the Open University. The OU is our one real educational innovation of the post-war years; but I want to suggest, in this article, that it would be a mistake for an Open College to follow that model too closely.

To decide what is replicable in the Open University we need to be clear about its strengths and weaknesses. The real intellectual leap was, of course, the original acceptance that a respectable university could go out to its students, rather than blinging students to the university. From this there follows a revaluation of university teaching.

Universities have not, traditionally, been much interested in teaching. It is up to students to make sense of the lectures and to supplement them with what can be learned from conversations or from

books. Learning is pleasantly diffuse. Those who cannot cope with education. On the other hand, some students—and almost all university teachers—do cope very well. The disadvantage is cost. It is expensive to maintain students long enough to make up for the civilised inefficiency of their teaching. And expensive educations are inevitably restricted (on ostensibly non-economic grounds) to relatively small groups of people.

The Open University has significantly widened this restricted access to higher education. To compensate for the OU's lack of time and conversation, the OU has had to take teaching more seriously. Thought is given to transmissible structures in the various disciplines. Presentation is a matter for debate, trial and revision. Unusually for higher education, student failure reflects on the university—not just on the student.

There are, though, limitations to the Open University techniques. Students may not need formal qualifications but they do need some preliminary knowledge of their subject; or, at least, they need more than their courses initially provide. Course material is not easily accessible to the completely uninitiated. Further, students need to have for

development a particular cognitive style: one which copes with a high degree of abstraction and which depends on learning from continuous texts.

These conditions seem to be intolerable to the Open University's chosen clientele, but an Open College will have to work very differently. Its courses should start from an assumption of ignorance: each new term and idea will need explanation will have to be taught. Course organisers are generally well organized but a not well enough for the students of an Open College. Nor will continuous work as a main support for these students. So far as printed materials go, the Open College will have to develop a more iconic style and a close meshing of illustration and type in which neither can be independent of the other.

In rely on print is, in itself, a limitation. An Open College will need much more than the Open University, to use some form of recorded television as a principal teaching medium. In this area technological changes are making the Open College idea a much more practical possibility. Reasonably effective videocassette recorders and videodisc players now exist. They are likely to get steadily cheaper

over the next few years, as their design improves and their market expands. An Open College should plan for the time, early in the 1980s, when retrieval television is dependable and cheap enough for player rental to be a necessary part of students' fees.

Hardware is not, though, the only problem with educational television. It is important that the medium should be widely available: it does not dominate the process of course development. Television still has a lack of glamour. Broadcast educational television, as a result, hardly ever gets its balance right. Programmes are made by balance right, feature directors seeing the exercise as a first step on the road to displacing Bertolucci; or, at the other extreme, by educational technologists who work in the faith that objective and algorithmic are a substitute for intelligence and creativity. An Open College will need programme makers who can come to terms both with the content of course material and with its television presentation. This is, to repeat, far more important for the Open College than it is for the Open University. And if—when—the fourth channel goes commercial, recorded television will be the only option for the Open College.

Finally, it is worth looking at the costs of course development. There is a widespread feeling that recorded accessible course material is essential to develop than more complex material. It is not. Development time, and therefore cost, increase in rough proportion to the accessibility of teaching materials. An Open College which reaches those classes as unsuited to further education will need a generous budget for course development. This does not mean that it will depend simply on State aid. The management of educational involvement in continuing education and training. An Open College could be extremely cost-effective here; both domestic and as a generator of overseas income.

The crucial question will not be whether an Open College can keep its keep as a producer of training programmes, but whether more can be allowed to do anything of political or strategic interest in a later article on the limitations of an Open College.

The author has conducted research into the use of learning materials and is now writing a book on the redistribution of knowledge.

Academic books: the exception to the rule about 'real' prices

Peter Curwen sees little chance of reductions whether the Net Book Agreement is abolished or not

Over the past few years widespread concern has been voiced in educational circles over the allegedly inflated prices of academic books. The most tangible result of this concern has been a reference to the Price Commission in August 1977, with respect to "prices, costs and margins in the production and distribution of academic books". This reference has not been followed up, but the Commission has been re-examined expressly by the Net Book Agreement of 1962.

What has happened in practice, however, is that the book trade hierarchy has chosen to make an issue of the report, particularly through the medium of the Publishers' and Booksellers' Association. In essence they are arguing that the NBA is forever sacrosanct, in spite of the fact that it constitutes one of the only two exceptions allowed since the passing of the Resale Prices Act of 1964 to the general rule that individual resale price maintenance is against the public interest.

Concurrent with the above inaction, although quite independent of it, the EEC Commission has registered a complaint under Article 101 of the Treaty of Rome, which prohibits price maintenance agreements affecting trade between member states. The complaint relates to a reciprocal price maintenance agreement between the Dutch and

Flemish book trade associations. There are also some indications that the equivalent in Holland may shortly cease to be exempted from the general prohibition against resale price maintenance.

In all probability the above developments would have attracted very little public attention had the Consumer's Association not chosen to submit a memorandum to the Price Commission in the form of the first of a series of Campaign Reports, published in February, 1978, on the subject of the Net Book Agreement. In view of the fact that this report was clearly not of itself going to stimulate another court case on the subject of the NBA one would have expected the book trade hierarchy to turn a blind eye and let the report die a death, especially since the Price Commission is not permitted to reconsider the validity of the agreement.

What has happened in practice, however, is that the book trade hierarchy has chosen to make an issue of the report, particularly through the medium of the Publishers' and Booksellers' Association. In essence they are arguing that the NBA is forever sacrosanct, in spite of the fact that it constitutes one of the only two exceptions allowed since the passing of the Resale Prices Act of 1964 to the general rule that individual resale price maintenance is against the public interest.

Now the most immediate issue with respect to the NBA is so far as it concerns educationalists: whether prices would on average rise or fall were the agreement to be terminated. In its turn this issue is related to one of the primary concerns of the Price Commission, which is to determine the true trend of "real" book prices, that is prices after due allowance has been made for the effects of inflation.

This latter question is currently the subject of controversy between the Publishers' Association and myself. In its own submission to the Price Commission the association claims that in real terms the prices of all categories of books have, on average, declined throughout the 1970s. This conclusion is based upon two apparently similar sets of data, one produced by *The Bookseller*, and the other by the Library Association. Unfortunately, as *The Bookseller* itself now agrees, the former set of data has been misinterpreted and what is actually shown is that real book prices have risen considerably since the beginning of 1975. This view of price trends is shared by the Library Association's Research Unit, who have shown that the increase in real prices has been particularly marked with respect to academic books.

The Publishers' Association, however, remains adamant that real prices are in general falling and ascribes any contrary trend which

may be shown for academic books to "special factors" which tend to make such books abnormally expensive. A contributory factor in this context is that an increasing proportion of such books are being imported, and readers will doubtless have noted in recent months an exceptionally rapid rise in the prices of imported texts.

The bulk of the evidence tends, therefore, to support the hypothesis that academic books are becoming increasingly expensive in real terms. But what difference, if any, would result from the abolition of the Net Book Agreement? Here again there is little unanimity of opinion, and experience in other countries where the equivalent to the NBA has recently been abrogated provides no clear guidance on this issue. In my own view the formation of the NBA will be selective price cutting applied to high turnover stock combined with a general compensatory rise in the price of stock with a slower turnover. The great majority of all educational books would, of course, fall into the latter rather than into the former category.

The likelihood of price reductions across the board is extremely slim, not least because profitability among stockholding bookshops is very poor and they will be glad to avail themselves of any opportunity to improve their margins. Furthermore, although the majority

of the readers of this supplement may find this hard to swallow, most less-than-brand-new educational books are undoubtedly underpriced at the present time when one takes account of the price of paper associated with books published during the past few months. All in all, therefore, the academic community is most unlikely to profit from the abrogation of the NBA, although the avid buyer of popular fiction might well have cause to cheer.

The news from the book front is therefore less than happy. The Price Commission does, of course, have the power to forestall further price rises but it is rather unlikely that they will conclude that academic books are an overpriced commodity. Alternatively, even if that we have been going through a period of rising real prices during the past few years, a period of retrenchment on the prices front may possibly follow if publishers are forced to cut prices to build their holdings of books will be reversed other than temporarily by the events described above then I fear that they are almost certainly in for a big disappointment.

The author is senior lecturer in economics at Sheffield City Polytechnic.

BOOKS

Portrait of a prejudiced genius

HARVESTER PRESS

Kenneth Varty

BOOKS

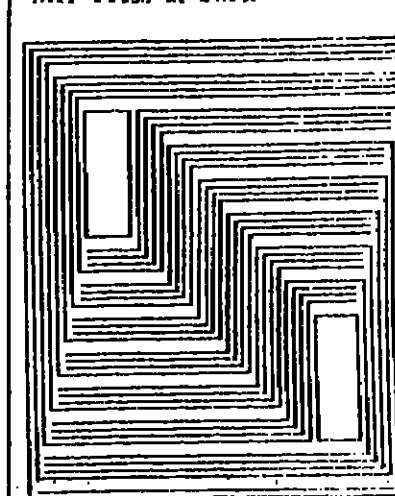
Identity crises

An introduction to modern maths concepts

Leo Rogers

This is a book essential for the library and of inestimable value to the engineer associated with specifying and/or supervising the operation of alternating current machines.

B. A. Gregg



Universities continued

Rhodes University

Grahamstown South Africa

Applications are invited for the following posts—

ACADEMIC

Professor and Head of the Department of English
(from January 1, 1979)

Professor/Senior Lecturer in the Department of Mathematical Statistics
(from January 1, 1979)

Senior Lecturer/Lecturer in Law
(from January 1, 1979)

Senior Lecturer/Lecturer in Psychology
(from January 1, 1979)

Lecturer/Junior Lecturer in Organic Chemistry
(as soon as possible)

Lecturer/Junior Lecturer in Pharmaceutical Microbiology
(from January 1, 1979)

Junior Lecturer (Female) in Physical Education
(from January 1, 1979)

NON-ACADEMIC

Administrative Officer (Admissions)
(from September 1, 1978)

Administrative Officer (Examinations)
(from September 1, 1978)

The salary scales are—
PROFESSOR
R10,800 by 450 to 12,800 by 800 to 13,800

SENIOR LECTURER
R8,400 by 380 to 9,800 by 450 to 11,250 per annum

LECTURER
R6,300 by 300 to 9,180 per annum
JUNIOR LECTURER
R4,920 by 180 to 5,100 by 240 to 5,300 by 380 to 6,850 per annum

ADMINISTRATIVE OFFICER
R5,100 by 240 to 6,300 by 380 to 9,180 per annum
(Note: £1 sterling equals approximately R1.58)

The initial salary in each case will be determined according to qualifications and experience. In addition a supplement of 15% per cent on the above scales and a vacation savings bonus are payable. The successful applicants will become members of the University's pension and medical aid schemes. Further particulars and application forms may be obtained from the South African Universities Office, Chichester House, 278 High Holborn, London. One copy of the application should be sent to the South African Universities Office and one copy, together with a recent photograph, direct to the Registrar, Rhodes University, Grahamstown, South Africa by June 17, 1978.



UNIVERSITY OF LONDON COMPUTER CENTRE

The University of London Computer Centre provides a regional computer service to the University of London and to Universities in the South East and South West of England. The Centre is equipped with Control Data 7600, 6600, 6400 and CYBER 72 computers and supports a large communications network of over 50 remote batch terminals and 30 keyboard terminals.

TELECOMMUNICATIONS

A Programmer/Analyst

is required to join our operating systems teams and to help in the development and maintenance of the SCOPE 2.1.4 and NOS/BE operating systems. The work is challenging and involves evaluation and implementation of performance and other service improvements. Applicants should have a sound experience in assembly language programming and with telecommunications software.

SYSTEMS

A Programmer/Analyst

is required to join our operating systems teams and to help in the development and maintenance of the SCOPE 2.1.4 and NOS/BE operating systems. The work is challenging and involves evaluation and implementation of performance and other service improvements. Applicants should have a sound experience in operating systems development.

QUALITY ASSURANCE

A Programmer/Analyst

is required to join the Quality Assurance Unit at ULCC. This Unit is responsible for the integration of operating systems modifications and for the systematic testing of the operating systems, the public compilers and applications software. This Unit is also responsible for monitoring the quality of service.

Applicants should have at least one year's experience in programming.

USER SUPPORT

A Programmer/Analyst

is required to join the teams engaged in the implementation, maintenance and support of application packages, including an accounting suite, and in the provision of a professional advisory service.

Applicants should have a good knowledge of at least one programming language, preferably FORTRAN. Applicants for all posts should be educated to degree standard preferably with post-graduate qualifications. The ability to communicate clearly both orally and in writing is essential.

Candidates may be considered who have relatively little specialist experience of computing, but who are very well qualified in some other scientific discipline and who wish to make computing their full-time occupation. Salary will depend on qualifications, experience and age, but will be within the range £3,188-£6,178 plus London allowance. Modern offices conveniently located for London Transport Services and Main Line Stations. Loans made to purchase Annual Season Tickets. Further details and application forms are available by phoning Veronica Minard 01-405 8400 extension 239 or by writing to the Secretary, ULCC, 20 Guildford Street, London WC1. Closing date for completed application forms 9th June, 1978.

UNIVERSITY COLLEGE OF MELBOURNE

PRINCIPAL OF UNIVERSITY COLLEGE

This is a full-time position of a Principal of a University College of the University of Melbourne. The Principal will be responsible for the administration of the College and the academic and general welfare of the students. At least 10 years' experience is required.

A full statement of duties and conditions of appointment, salary, allowances, pension, superannuation, residential accommodation and medical facilities is available from the University of Melbourne, University College, Parkville, 3052 Victoria, Australia. Applications, addressed to the President of the University of Melbourne, University College, Parkville, 3052 Victoria, Australia, will be received up to 16th June, 1978.

UNIVERSITY OF GUYANA

Vacancies

Applications are invited for the following positions.

1. Department of Mechanical Engineering—PROFESSOR

To lecture and conduct research in Lubrication and Wear, Metallurgy, Manufacturing Technology/Fundry. Applicants should have industrial experience and optional experience in some of the areas mentioned above. Experience in Foundry Technology, Steel Making and Refractory Materials would be an advantage. Applicants with experience in areas of Metallurgy should be eligible for or be Fellow/Member of the Institute of Metallurgy. Applicants should preferably have a Ph.D. degree. Holders of a Master's degree with relevant industrial experience would be considered.

2. Department of Economics—LECTURER

The appointee would be required to teach in two of the following areas: Theory of Economic Planning, Industrial Economics; Agricultural Economics; Advanced Economic Theory; International Economics; Labour Economics; Quantitative Methods; Public Policy. Applicants should have a higher degree.

3. Department of Sociology—LECTURER

Applicants interested, research and publications should include (a) Caribbean Social Structure and (b) Sociology Theory. Applicants should have a higher degree. Preference will be given to persons familiar with the Caribbean.

SALARY SCALES (Per Annum)

Professor—UA 1: GUY\$15,480 by \$600 to \$22,680.

Lecturer—UA 3: GUY\$8,000 by \$480 to \$14,760.

Point of entry on the scale will be determined by qualifications and relevant experience.

Benefits include housing allowance, contributory medical and pension schemes, and study leave. Anyone recruited from overseas will receive up to four full economy air fares from point of recruitment (i.e. for himself, wife and unmarried children up to eighteen years of age), limited repatriation and a settling-in allowance.

Candidates (3 copies) stating name, date of birth, marital status, qualifications with dates obtained, work experience (with dates), names and addresses of referees (one of the referees must be your present or last employer where applicable), must reach the Personnel Division, University of Guyana, P.O. Box 841, Georgetown, Guyana, before June 7, 1978.

UNIVERSITY OF CAPE TOWN

RESEARCH FELLOWSHIPS

The University of Cape Town invites applications for Postdoctoral Fellowships to be held at the University of Cape Town.

The Fellowships are for 12 months and the stipend attached to the Fellowship is R9,000. Successful candidates will receive an additional travel grant of up to a maximum of R1,000. There is no restriction to any particular field of research.

Applications must include full details of the applicant's research programme in addition to a full curriculum vitae and the names of two referees to whom the university may refer. The policy of the University is not to discriminate in the appointment of staff on the grounds of race, religion or colour. Further information on the implementation of this policy is obtainable from the Registrar or by writing to the Secretary, ULCC, 20 Guildford Street, London WC1. Closing date for completed application forms 9th June, 1978.

Applications should be addressed to the Chief Administrative Officer, Research Administration, University of Cape Town, Private Bag 3, Rondebosch 7700, South Africa.

A limited number of additional awards at a lower level are available for candidates wishing to pursue postgraduate studies at the University of Cape Town as candidates for Masters and Doctoral Degrees. Anyone interested in one of these awards should apply to the address above and will then be sent information about these awards.

BIRMINGHAM

THE UNIVERSITY

DEPARTMENT OF FRENCH

Applications are invited for a Lecturer in French.

An interview will be held on 10th June 1978.

Applicants should send three copies of their curriculum vitae to the Department of French, University of Birmingham, Edgbaston, Birmingham B15 2TT.

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Universities continued

RESERVE BANK OF AUSTRALIA
ECONOMIC AND FINANCIAL RESEARCH FUND
FELLOWSHIPS IN
ECONOMIC POLICY
1979

The Reserve Bank of Australia invites applications for Fellowship Fellowships and Fellowships in Economic and Financial Research Fund. These awards, which are financed from the Bank's Economic and Financial Research Fund, are provided to support research on applied aspects of Australian economic policy.

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Lecturer—UA 3: GUY\$8,000 by \$480 to \$14,760.

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Candidates (3 copies) stating name, date of birth, marital status, qualifications with dates obtained, work experience (with dates), names and addresses of referees (one of the referees must be your present or last employer where applicable), must reach the Personnel Division, University of Guyana, P.O. Box 841, Georgetown, Guyana, before June 7, 1978.

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